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ABSTRACT

As a result of parent pressure, 12 students with severe mental and physical disabilities, previously educated outside the physical education facility, were integrated into an adaptive physical education program in a regular high school. This paper describes a project designed to begin a peer tutoring program to promote positive interactions between high school students and their peers with severe mental and physical disabilities; to cultivate higher self-esteem and a greater sensitivity on the part of all students regardless of abilities or disabilities; and to foster responsibility, confidence, and pride for all students. Peer tutor training, offered as a 1-year credit course, was open to all students. Copies of the following course materials are incorporated into this document: (1) a course selection guide description and information sheet; (2) a course syllabus; (3) a list of readings; (4) class schedule; (5) projects; (6) a parent permission slip for peer tutors to leave campus to actively participate in training; (7) an initial and a final student survey; (8) a student evaluation form for the peer tutoring program; (9) a peer tutoring grade sheet, with explanation; and (10) a peer tutor's communication sheet. (Contains 23 references.) (LL)

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PEER TUTORS IN THE HIGH SCHOOL

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

ADAPTIVE PROGRAM

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I. INTRODUCTION

This project is designed to begin a peer tutoring program in Smoky Hill High School, Aurora, Colorado. One classroom for students with severe mental and physical disabilities were integrated into the Adaptive Physical Education Program September 1986. These twelve students were previously educated outside the Physical Education facility. After great pressure from parents and staff, the school administration granted permission for these students to be educated in the least restrictive environment a regular high school Adaptive Physical Education class.

The staff and students of Smoky Hill High School show much enthusiasm for involvement. Thus, a structured peer tutoring program has been suggested for the fall of 1990.

II. RATIONALE

The peer tutoring program will be initiated to promote positive interactions between the high school students and their peers with severe mental and physical disabilities. It will cultivate higher self-esteem and a greater sensitivity on the part of all students regardless of their ability and/or disability. This program will foster responsibility, confidence and pride for all students.

Peer tutoring will provide the students without disabilities an opportunity:

1. to make a committment toward a positive cooperative learning experience between himself and his peer with disabilities. As his peer learns, so will he/she.

2. to facilitate positive social interactions and growth between himself/herself and his/her peer with disabilities.

3. to increase his/her own self-esteem and self-confidence.

4. to become a powerful advocate for individuals with disabilities. He/she will be our future politician, employer, neighbor and/or parent of an individual with disabilities.

5. to learn the processes and difficulties of teaching. Thus, promoting a positive relationship between himself/herself and his/her other teachers.

6. to explore careers in education and human service.

Peer tutoring will provide the students with disabilities an opportunity:

1. to make a committment toward a positive cooperative learning experience between himself/herself and his/her peer without disabilities. As his/her peer learns, so will he/she.

2. to improve social skills and increase social interactions.

3. to develop a social network.

4. to function as a participating member of a high school and a community.

5. to increase his/her own self-esteem and self-confidence.

6. to make decisions for himself/herself.

III. STUDENTS

The peer tutoring course is open to all students in Smoky Hill High School. It is being offered as a year course and is worth one credit per year. There is a maximum limit as to the number of students without disabilities that can participate. This number will correspond to the number of students with disabilities in one given semester (20:20). There will be no distinctions between freshman, sophomores, juniors or seniors on the arrangement of tutors and their peers with disabilities.

Recruiting students for this course will include a course number and description of the course in the course selection guide for the 199 - school year. Good news by word of mouth and peer influence will be another form of recruitment. Recommendations by other teachers and administrators will be welcomed.

Participant preference when matching and/or selecting the tutors with their peers will be taken into consideration. However, schedules of classes and environments will dictate the match initially.

IV. MATERIALS

1. Smoky Hill High School course selection guide description and information sheet.

2. Syllabus for peer tutoring course.

3. Parent permission slip for peer tutors giving permission to leave campus to actively participate in training.

4. Readings, handouts and book for lectures.

5. Initial student survey.

6. Final student survey.

7. Student evaluation of peer tutoring program.

8. Peer tutoring grade sheet.

9. Peer tutor's weekly/monthly schedule sheet.

10. Peer tutor's communication sheet.

V. PROCEDURE

1. Lectures:

Lectures will be held one class period weekly to explain course requirements, rationale for peer tutoring, information regarding least restrictive environments for students with disabilities, the processed of teaching skills to their peers, the importance of social interactions for all and an opportunity to have contacts or sharing sessions with other tutors.

2. Training Sessions:

Training sessions will occur during lectures, such as role play activites and video demonstrations of teaching procedures. However, most training will occur in the natural environments in which their peer actively participates.

In School Environment:

gym classes, fitness course, track, swimming pool, fields, bowling lanes.

The tutor will be taught to reinforce and prompt the peer. He will be trained to follow a task analysis, to collect and analyze simple data.

VI. MONITORING

During the semester each tutor will be observed daily/weekly. This will be done informally to observe if procedures, task analysis and data collections are being followed. Problems can be discussed and solved during this time. It gives the teacher an opportunity to reinforce the peer tutor for the great work that is being accomplished.

A communication sheet will be available for the peer tutor to fill out and place in my mailbox if I can't be reached. This sheet will tell me the name of the tutor, his/her peer with disability, the activity and time and a short description of the problem. This will give me the information I will need to get back to the student as soon as possible for discussion.

The data collections and personal journals will be checked bi-weekly to insure that the work is being accomplished.

Each tutor will be video taped once during the semester. It will be viewed by the teacher, tutor and peer to discuss and reinforce correct procedures and interactions. It will also give us time to discuss any problems.

The grading sheet will be shared by the teacher and the tutor as an indicator of accomplished work.

VII. EVALUATION

Each peer tutor will be given an initial survey before beginning this course and a final survey at its conclusion. The initial surveys will be compared and contrasted with the final surveys by two teachers, one interpreter and an administrator who work in the program.

The main points of discussion are:

1. Have peer tutor's perceptions of people with disabilities changed in a positive way?

2. Have the peer tutors grown in any way through this experience of interacting with peers with disabilities?

The (self) evaluation form reflects four ways the peer tutor feels that he/she has influenced his peer with disabilities either positively or negatively regarding:

1. appearance
2. communication
3. behavior
4. social skills

The fifth question asks the peer tutor to rate his instructional effectiveness during this program.

PEER TUTORING

Credit: 1 credit per year: 1/2 credit Fitness & Swimming
Physical Education Requirement
1/2 credit Elective

Teacher: Richard Cozza

Course Description:

Peer tutoring is a course designed to dually benefit the student with disabilities and the regular education student. This course will prepare the high school students who will be our leaders, employers and parents of tomorrow, to recognize the abilities as well as the disabilities of their peers who have mental and physical handicaps. It will also familiarize them with the educational, vocational and living options currently available for their peers.

Overall Goals:

1. Research and understand a disability of a particular student.
2. Participate in a physical/social intensive functional curriculum.
3. Log daily/weekly interactions in a personal journal.
4. Be trained in collection of data to data analysis.
5. Visit a vocational training site of a peer with disabilities.
6. Participate in a social activity outside of school with a peer with disabilities.

Materials Provided:

1. Programs and task analysis developed by the teacher(s).
2. Research articles, readings and handouts.

Grading Policy:

1. Regular attendance.
2. Journal.
3. Disability report.
4. Outside activity.

Grades:

Outstanding (A)

Satisfactory (C)

Unsatisfactory (F)

SYLLABUS

Course: PEER TUTORING

Instuctor: Richard Cozza

Credit: 1 credit per year: 1/2 credit Fitness & Swimming
Physical Education Requirement
1/2 credit Elective

A. COURSE DESCRIPTION

Peer tutoring is a course designed to benefit both the students with disabilities and the regular education student. This course will prepare the high school students who will be our leaders, employers and parents of tomorrow to recognize the abilities as well as disabilities of their peers who have mental and physical handicaps. It will also familiarize them with the educational, vocational and living options currently available for their peers.

B. OBJECTIVES

The student will be able to:

1. Explain the concept of "mainstreaming".
2. Explain the concept of "integration".
3. Explain the normalization principle.
4. Compare and contrast a person's disabilities with his abilities.

5. Compare and contrast a segragated facility with an integrated facility of education for students with severe handicaps.

6. Describe what is meant by "peer tutoring".

7. List and discuss the benefits of peer tutoring for students without disabilities.

8. List and discuss the benefits of peer tutoring for students with disabilities.

9. Discuss the importance of friendship for all people.

10 Explain "long term integration".

11 List and discuss specific strategies that can help people with disabilities improve their self image.

12 Identify and discuss the learning characteristics of a person with mental handicaps.

13 Identify and discuss the learning characteristics of a person with mental handicaps.

14 Discuss and state an example of the following terms:

task analysis

reinforcement

prompts (verbal, physical, visual)

modeling

fading

chaining

shaping

15. Explain what is meant by the term "generalization".

16. Collect data of a specified activity or program using a task analysis and data codes.

17. Discuss the data of a specific task analysis using criteria given.

18. Visit a vocational training site of a peer with disabilities.

19. Participate in a community based functional activity with a peer with disabilities such as grocery shopping, eating in a fast food restaurant, using a rec/leisure facility.

20. Record daily interactions with a peer with disabilities in a personal journal.

21. Research and write a report on a disability of a particular student using at least three references.

C. READINGS

BOOK: Perske, R. (1988). Circle of Friends. Abington Press, Nashville, TN.

#1. Jones, B. (1988). The law and mainstreaming. New Ways, Fall: 14.

#2. Jones, B. (1988). The truth about mainstreaming. New Ways, Fall: 12-13.

#3. Wilcox, B. (1987). High school programs for students with disabilities. The newsletter of the Association for Persons with Severe Handicaps. March.

#4. Wrestling, D. (1989). Leadership for education of mentally handicapped. Educational Leadership. March: 19-23.

#5. Will, M. (1986). Least restrictive environment: a place in the community. Untitled speech delivered to the First Indiana State Conference on Least Restrictive Environment. Indiana University. May.

#6. Jones, B. (1988). Making contact. New Ways, Fall: 20-21.

#7. Jones, B. (1988). The importance of image in making friends. New Ways, Fall: 15.

#8. Jones, B. (1988). The right to be wrong. New Ways, Fall: 16.

#9. Jones, B. (1988). Yes, choice can be taught. New Ways, Fall: 17.

#10. Chin-Perez, G., Hartman, D., Parks, H. S., Sacks, S., Wershing, R., Gaylord-Ross, R. (1986). Maximizing social contact for secondary students with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(2), 118-124.

D. CLASS SCHEDULE

DATE	TOPIC	READINGS
9/8	Introduction to Peer Tutoring	#1, 2, 3.
9/15	Disability vs. Ability/Segregated vs. Integrated/Normalization/Least Restrictive Environment	#4, 5.
9/22	Peer Tutoring/Friendships	#6, 7.
9/29	Task Analysis	#8, 9, 10.
10/6	Reinforcements	Ch. 1-4
10/13	Prompts	Ch. 5-8
10/20	Chaining	Ch. 9-12
10/27	Shaping	Ch. 13-16
11/3	Generalization **RESEARCH PAPER DUE**	Ch. 17-21
11/17	Data Collection	Ch. 25-28
12/1	Data Analysis	Ch. 29-32
12/15	Visit to Vocational Training Site for Peer with Disability **OUTSIDE ACTIVITY DUE**	

E PROJECTS

1. Research paper

   Choose a topic concerning a peer with a disability. This could be the student with whom you are peer tutoring or another student of your choice. Using at least three references, research and write a paper on this disability. The paper must be three to five pages in length. Please include your references.

   (Suggestions: Down Syndrome, Deafness, Cerebral Palsy)

   * Please ask for help if you need it!!!

2. Personal Journal

   Obtain a hardcover black marble notebook to record your daily interactions with your peer. The recording should include the date, the peer's name, the activity in which you participated and a comment concerning the activity, performance and interactions between you and your peer with a disability. You may include any other comments or feelings you wish to make.

3. Each student is required to peer tutor a student with a disability at least once a month during a free period. Simple data collection is required for each activity. Schedules will be made with the approval of the instructor, peer tutor and the peer with a disability.

4. Each student is required to complete one activity with a peer with disabilities outside of school hours. (This activity should occur after school or on a weekend and should not involve an activity that is organized primarily for individuals with disabilities). Procedures and guidelines will be discussed in lecture class.

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Alberto, P., Troutman, A. (1982). Applied behavior analysis for teachers. Columbus Oh: Merrill Publishing Co.

Chin-Perez, G., Hartman, D., Parks, H. S., Sacks, S., Wershing, A., Gaylord-Ross, R. (1986). Maximizing social contact for secondary students with severe handicaps. Journal of the Association for Persons with Severe Handicaps, 11(2), 118-124.

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Haring, T., Breen, C., Pitts-Conway, V., Lee, M., Gaylord-Ross, R. (1987). Adolescent peer tutoring and special friends experience. Journal of the Association for Persons with Severe Handicaps, 12(4), 280-286.

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Perske, R. (1988). Circle of Friends, Abington Press, Nashville, TN.

Perske, R. (1980). New Life in the Neighborhood. Abington Press, Nashville, TN.

Siperstein, G., Bak, J., O'Keefe, P. (1988). Relationships between children's attitudes towards and their social acceptance of mentally retarded peers. American Journal on Mental Retardation, 93(1), 24-27.

Topping, K. (1988). The Peer Tutoring Handbook. Brookline Books, Cambridge, Mass.

Wilcox, B. (1987). High school programs for students with disabilities. The newsletter of the Association for Persons with Severe Handicaps, March.

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Wrestling, D. (1989). Leadership for education of mentally handicapped. Educational Leadership, March: 19-23.

Date:

Dear Parent,

Your son/daughter is participating in a peer tutoring program involving students with mental and physical disabilities in Smoky Hill High School. This is a course designed to benefit both the students with disabilities and the regular education students. It will prepare the high school students who will be our leaders and employers of tomorrow to recognize the abilities as well as disabilities of their peers who have mental and physical handicaps. It will also familiarize them with the educational, vocational and living options currently available for their peers.

The course has a number of objectives that the peer tutor is required to meet. One being "to participate in a community/physical intensive functional curriculum as a peer tutor". Your permission is needed by Smoky Hill High School and Cherry Creek School District #5 to allow your child to leave the school campus in order to participate. Your child will be under staff supervision.

Please sign the attached sheet giving your permission. Thank you.

Sincerely,

Richard J. Cozza
Teacher of the Peer
Tutoring Program

My son/daughter _____ may participate in the peer tutoring program involving students with disabilities of Smoky Hill High School. I understand that in order to participate as a peer tutor in the community/physical intensive functional curriculum he/she will have to leave the school campus.

Signature _____

Date _____

INITIAL SURVEY

1. Have you ever worked with or personally known a person with intellectual and/or physical disabilities? If so, please elaborate.

2. What made you decide to become involved in the peer tutoring program?

3. Give a brief summary on your "feelings" regarding students with disabilities and the peer tutoring program.

FINAL SURVEY

1. In what ways have your perceptions of people with disabilities changed since your involvement in the peer tutoring program?

2. Explain one positive experience that occured between you and your peer with disabilities.

3. Explain one negative experience that occured between you and your peer with disabilities.

4. How do you feel about yourself? Have you grown in any ways through this experience of peer tutoring?

EVALUATION

PLEASE CIRCLE THE NUMBER THAT CORRESPONDS TO THE WAY YOU PERCEIVE THE QUALITIES AND SKILLS OF YOUR PEER AND THE QUALITY OF YOUR WORK IN THIS PROGRAM. IF POSSIBLE, PLEASE GIVE AN EXAMPLE TO SUBSTANTIATE YOUR EVALUATION.

USE THE FOLLOWING KEY TO COMPLETE THIS EVALUATION:

1 = Regressed Greatly

2 = Regressed Slightly

3 = Remained Same

4 = Improved Slightly

5 = Improved Greatly

1. Peer's apprearance. (dress, hair, jewelry, etc.)

   1 2 3 4 5

1.a. Please give an example:

2. Peer's communication. (speaks clearly, uses communication board appropriately, is understood by others).

   1 2 3 4 5

2.a. Please give an example:

3. Peer's behavior. (attentive behavior while engaged in activities).

1 2 3 4 5

3.a. Please give an example:

4. Peer's social skills. (greets others appropriately, engages in an appropriate conversation with others, closes greetings appropriately).

1 2 3 4 5

4.a. Please give an example:

5. How would you rate your instructional effectiveness?

1 Poor

2 Fair

3 Average

4 Great

5 Excellent

5.a. Please give an example:

PEER TUTORING
GRADE SHEET

NAME _____

1.	ATTENDANCE			
	Lectures	A	C	F
	P-T Sessions	A	C	F
2.	PERSONAL JOURNAL			
	Entries	A	C	F
	Data Collections	A	C	F
3.	RESEARCH PAPER	A	C	F
4.	OUTSIDE ACTIVITY	A	C	F
	FINAL GRADE	A	C	F

COMMENTS:

EXPLANATION OF GRADE SHEET

OUTSTANDING

attendance was excellent (hasn't missed more than three lectures or peer tutoring sessions)

has recorded every comment in personal journal within a day after P-T session

has collected data each session

research paper is 3 to 5 pages in length using at least 3 references and was turned in on or before the due date

has followed the guidelines and procedures in planning the outside activity, has engaged in outside activity on or before the due date

SATISFACTORY

attendance was average (has missed more than 3 lectures or peer tutoring sessions)

was not consistent in recording comments in personal journal

was not consistent in recording data

research paper was late

research paper was not sufficient in length or references were not included or under 3 in number

outside activity has shown some irregularity in planning

outside activity occurred after the due date

UNSATISFACTORY attendance was poor

did not record comments in personal journal

did not collect data

did not hand in research paper

did not plan and engage in an outside activity

PEER TUTORING
COMMUNICATION SHEET

Your name: _____

Your peer: _____

Activity: _____

Time: _____

Date: _____

Discussion:

PEER TUTORING
COMMUNICATION SHEET

Your name: _____

Your peer: _____

Activity: _____

Time: _____

Date: _____

Discussion: